

FAMILY AND CONSUMER SCIENCES – CAREER PREPARATION COURSES

Indiana State Approved Course Titles and Descriptions

Indiana Department of Education
Division of College and Career Preparation
151 West Ohio Street
Indianapolis, IN 46204

FAMILY AND CONSUMER SCIENCES - OCCUPATIONAL

Content Standards for this subject area available at:

<http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/facs.shtml>

Teacher Requirements for this subject area available at:

<http://www.doe.in.gov/educatorlicensing/pdf/AssignmentCode.pdf>

Career pathway information for this subject area available at:

<http://www.doe.in.gov/octe/facs/CrrClstrGrid.html>

ADULT AND ELDER CARE CAREERS I, II

5418

(AECC I, II)

Adult and Elder Care Careers prepares students for employment in adult and elder care and related services and provides the foundations for study in higher education that leads to adult and elder care-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of adult and elder care and services. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for adults and the elderly; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with adults; overview of management and operation of licensed adult care facilities or other relevant settings; Indiana state adult care regulations and licensing requirements; and employability skills. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive experiences in one or more adult or elder care facilities, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Adult and Elder Care Careers teacher. Student laboratory/field experiences may be either school-based, if available, or "on-the-job" in community-based adult and elder care centers or in a combination of the two.

- Recommended Grade Level: Grade 11 and 12
- Recommended Prerequisites: Child Development and Parenting; Advanced Child Development; also suggested - Orientation to Life Careers, Nutrition and Wellness
- Credits: Two semester occupational course, two or three credits per semester, one or two years
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: <http://doe.in.gov/octe/facs/adulteldercare.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/adulteldercare.html>

CONSUMER SERVICES CAREERS I, II

5430

(CSC I, II)

Consumer Services Careers prepares students for employment in consumer services and related services and provides the foundations for study in higher education that leads to consumer services-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of consumer services careers. The course of study includes, but is not limited to: management of

personal, family, and social needs and individual and family resources; processes and systems for achieving and maintaining financially responsible living arrangements, including financing options and tax considerations; contemporary housing issues, including homelessness; environmental and energy issues; impacts of technology on home and family resources; resource management to meet special needs; and employability skills. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive experiences in one or more consumer services agencies, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Consumer Services Careers teacher. Articulation with postsecondary programs is encouraged.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: Orientation to Life and Careers; Personal Resource Management and Family Finance; Consumer Economics
- Credits: Two semester occupational course, two or three credits per semester, one or two years.
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: <http://doe.in.gov/octe/facs/consumerservice.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/consumerservice.html>

C'OFACS - COOPERATIVE OCCUPATIONAL FAMILY AND CONSUMER SCIENCES (COFACS)

5480

In *COFACS - Cooperative Occupational Family and Consumer Sciences* students prepare for a variety of Family and Consumer Sciences occupations and careers through teacher-coordinated, mentor-supervised work-based learning and school-based instruction (group and/or individual teaching/learning activities) related to the career area being studied. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Detailed standards/competency-based training plans related to the specific FACS career or career cluster of the student's choice are developed jointly by the teacher, the job-site mentor, and the student, and related instruction is developed to facilitate achievement of the standards and competencies in the training plan. A student portfolio to document achievement is required. Family, Career and Community Leaders of America (FCCLA) is the co-curricular organization for this course.

This course is a core component of four-year career plans for the career clusters shown below. It is recommended for students with interests in any of the family and consumer sciences career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: 12
- Recommended Prerequisites: At least 4 credits in a logical sequence of courses in the student's family and consumer sciences career pathway
- Credits: Grades and credits for related instruction and on-the-job training experiences are reflected under one course title for a total of six credits for the year. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

- Academic content standards to be achieved will vary according to each student's career plan. Each topic listed in the course description should be addressed, with opportunities for authentic applications of content standards and competencies provided in all programs.
<http://www.doe.in.gov/octe/facs/cofacs.html>
- Curriculum Framework: <http://www.doe.in.gov/octe/facs/cofacs.html>

CULINARY ARTS CAREERS I, II, III

5440

(CULART I, II, III)

Culinary Arts Careers prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the food industry, including (but not limited to) food production and services; food science, dietetics, and nutrition; and hospitality and tourism. Instruction and intensive laboratory experiences may include commercial applications of principles of nutritious, aesthetic, and sanitary selection, purchasing, storage, preparation, and service of food and food products; using and maintaining related tools and equipment; managing operations in food service, food science, or hospitality establishments; providing for the dietary needs of persons with special requirements; related research, development, and testing. Intensive laboratory experiences with commercial applications are a required component of this course of study. Student laboratory experiences may be either school-based or "on-the-job" or a combination of the two. Work-based experiences in the food industry are strongly encouraged. The *ProStart School-to-Career Program*, available through the Indiana Hospitality and Tourism Foundation, may be used for this course. To apply to be a ProStart Program, contact the Indiana Hospitality and Tourism Foundation by phone at 317-673-4249, fax at 317-673-4210, or go to their website at <http://www.indianarestaurants.org/Foundation.asp>

- Recommended Grade Level: Grade 11 and 12 or grade 10, 11, and 12 for the three-year program
- Recommended Prerequisites: Orientation to Life and Careers, Culinary Arts Foundations and/or Nutrition and Wellness and Advanced Nutrition and Foods
- Credits: Two semester occupational course, two or three credits per semester, one, two, or three years
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: <http://doe.in.gov/octe/facs/foodindustryoccup.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/foodindustryoccup.html>

CULINARY ARTS FOUNDATIONS

5438

(CULART FND)

Culinary Arts Foundations is an exploratory course for students considering career pathways related to culinary arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics safety, sanitation, storage and recycling processes in the industry; impacts of science and technology on the industry; and culinary arts career pathways. Students are able to explore this industry in depth and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic industry skills are required components of this course. Students are expected to prepare for and obtain state-approved food

handler certification. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with interest in career clusters related to culinary arts and food and nutrition. This course is recommended as a core component of the four-year career plans for the career clusters of agriculture, food & natural resources; hospitality & tourism; education & training; and human services.

- Recommended Grade Level: Grade 9 or 10 or permission of the instructor
- Recommended Prerequisites: Orientation to Life Careers
- Credits: One or two-semester career foundations/preparation course, one credit per semester
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Academic content standards: <http://doe.in.gov/octe/facs/culinaryfoundations.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/culinaryfoundations.html>

EARLY CHILDHOOD EDUCATION I, II **(formerly EDUCATION AND EARLY CHILDHOOD CAREERS)** *(ECE I, II)*

5412

Early Childhood Education prepares students for employment in early childhood education and related services and provides the foundations for study in higher education that leads to early childhood education and other child-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of early childhood education and services. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for young children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of licensed child care facilities or educational settings; Indiana state child care regulations and licensing requirements and employability skills. Intensive experiences in one or more child care / preschool or school laboratories, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Early Childhood Education & Services teacher. Student laboratory/field experiences may be either school-based or "on-the-job" in community-based early childhood education centers or in a combination of the two. Foundation work is included for students to meet content knowledge requirements for the CDA (Child Development Associate) credential. Standards and course specifications are compatible with on-the-job training and related instruction components of the CCDS (Child Care Development Specialist) registered apprenticeship, which is available through the [USDOL/BAT](#). Articulation with postsecondary programs is encouraged. This course is recommended for students with interests in early childhood education and services career paths and provides the foundation for study in higher education that leads to child-related and/or education careers.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: Child Development and Parenting, Orientation to Life and Careers, Nutrition and Wellness, and Advanced Child Development
- Credits: Two semester occupational course, two or three credits per semester, one or two years
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: <http://doe.in.gov/octe/facs/earlychilded.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/earlychilded.html>

EDUCATION PROFESSIONS I, II (ED PROF I, II)

5408

Education Professions prepares students for employment in education and related careers and provides the foundation for study in higher education that leads to teaching and other education-related careers. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of education professions. The course of study includes, but is not limited to: planning and guiding developmentally appropriate activities for school-age children; developmentally appropriate practices of guidance and discipline; application of basic health and safety principles when working with children; overview of management and operation of teaching/learning centers in educational settings; Indiana state regulations and licensing requirements related to school-age children; and employability skills. Intensive laboratory or field experiences in one or more classroom settings, resumes, and career portfolios are required components. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Education professions teacher. Articulation with postsecondary programs is encouraged. This course is recommended for students with interests in education and training career paths and provides the foundation for study in higher education that leads to careers in education.

- Suggested Grade Level: 11 & 12
- Recommended Prerequisites: Orientation to Life and Careers, Child Development and Parenting, Advanced child development, and Nutrition and Wellness
- Two semester occupational course, two or three credits per semester, one or two years
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Counts toward the 8-10 Career-Technical credits required for Core 40 with Technical Honors
- Academic content standards: <http://doe.in.gov/octe/facs/educationprofessions.html>

FASHION AND TEXTILES CAREERS I, II, III (FSHNTX I, II, III)

5420

Fashion and Textiles Careers prepares students for occupations and higher education programs of study related to the entire spectrum of the career clusters that encompass careers in fashion, apparel, and other textiles management, production, and services. Instruction and laboratory experiences may include commercial applications of principles of design, production, and selection of apparel and textile products; product research, development, and testing; demonstration and instruction of related tools and equipment; and commercial maintenance of apparel and textile products. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work-based experiences in the fashion and textiles industry are strongly encouraged and are required for students who take this course for a third year. This course is a core component of four-year career plans for the career clusters of Personal & Commercial Services; Manufacturing & Processing; and Art, A/V Technology & Communications. It is recommended for students with interests in apparel, textiles, and fashion career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 and 12 or grade 10, 11, and 12 for the three-year program
- Recommended Prerequisites: Orientation to Life and Careers; Fashion and Textiles Foundations, Entrepreneurship and Marketing courses; a 4-year course plan that identifies this career pathway

- Credits: Two semester occupational course, two or three credits per semester, one, two, or three years. If an articulation agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: <http://doe.in.gov/octe/facs/textiles.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/textiles.html>

FOOD AND NUTRITION SCIENCE CAREERS I, II (FDNTRSCI I, FDNTRSCI II)

5456

Food and Nutrition Science Careers is an instructional program that prepares students for career clusters that encompass occupations in and higher education programs related to nutrition, dietetics, food science, food research and development, and related careers that focus on assisting individuals and families in managing their personal, family, and social needs regarding nutrition, diet, and foods. The course of study includes, but is not limited to: advanced topics and issues in nutrition; advanced food science topics and issues; food and nutrition for individuals and families with special needs and disadvantaging conditions; topics related to management of daily living needs of individuals and families, nutrition and foods in child care and convalescent care, topics and issues related to maintaining the food supply; topics related to cleaning and maintenance, purchasing, and food preparation; managing operations in food production, food science, or food research and development establishments; providing for the dietary needs of persons with special requirements; related research, development, and testing. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with industry applications are a required component of this course of study. Work-based experiences in food and nutrition science careers are strongly encouraged. This course is a core component of four-year career plans for the career clusters of Human Services and Health Science for students with interests in human services and health science career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 and 12
- Recommended Prerequisites: Orientation to Life and Careers, Interpersonal Relationships, Adult Roles and Responsibilities, and Computer Applications
- Credits: Two semester occupational course, two or three credits per semester, one or two years.
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: <http://doe.in.gov/octe/facs/nutritionscience.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/nutritionscience.html>

HOTEL ACADEMY I, II, III (HOTEL I, HOTEL II, HOTEL III)

5458

Hotel Academy prepares students for occupations and higher education programs of study related to the entire spectrum of careers in the hotel and hospitality industry, including (but not limited to) food production and services and hospitality and tourism. This program is an intensive study of two industry areas. Curriculum provided by the National Restaurant Association Education Foundation and the

American Hotel and Lodging Association Education Institute form the basis for this course of study. Instruction and intensive laboratory experiences include commercial applications of principles of nutritious, aesthetic, and sanitary selection, purchasing, storage, preparation, and service of food and food products; commercial applications of lodging management; using and maintaining related tools and equipment; managing operations in food service, hotel, or other hospitality establishments; and related research, development, and testing. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed.

Intensive laboratory/field experiences with commercial/industry application are required components of this course of study. Student laboratory/field experiences in the culinary area may be either school-based or "on-the-job" in community-based culinary/food service settings or in a combination of the two. Laboratory experiences in the lodging area must be work-based. Work-based experiences in the food industry are strongly encouraged and are required for students who take this course for a third year. A standards-based plan for each student guides the student's laboratory/field experiences. Students are monitored in their laboratory/field experiences by the Hotel Academy teacher. Resumes and career portfolios are required. ProStart assessments and the national ProStart credential and Lodging Management assessments and Lodging Management credentials are available for this career area. Articulation with postsecondary programs is encouraged. This course is a core component of four-year career plans for the career clusters of Human Services and Health Science for students with interests in culinary arts or management of food service, food science, health science, or hospitality establishments and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 and 12 or grade 10, 11, and 12 for the three-year program
- Recommended Prerequisites: Culinary Arts Foundations; Also suggested: Orientation to Life and Careers, Nutrition and Wellness, Advanced Nutrition and Foods; Marketing and Business courses; Computer Applications
- Credits: Two semester occupational course, two or three credits per semester, one, two, or three years.
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: <http://doe.in.gov/octe/facs/hotelacademy.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/hotelacademy.html>

HOUSING AND INTERIOR DESIGN CAREERS I, II

5460

(HIDC I, HIDC II)

Housing and Interior Design Careers prepares students for occupations and higher education programs of study related to the entire spectrum of career clusters that encompass careers related to housing, interiors, and furnishings. Topics include commercial applications of principles of design to creating aesthetic and functional residential and commercial environments; human, non-human, community, family, and financial resources for housing; housing and interiors materials and products; client-centered designing, drafting, blue printing, and space planning; rendering, elevations, and sketching; historical, technological, and environmental impacts on housing and interiors; zoning, building codes, regulations, and accessibility guidelines, and their impact on housing related outcomes. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work based experiences in the housing, interiors, and/or furnishings industries are strongly encouraged.

- Recommended Grade Level: Grade 11 and 12
- Recommended Prerequisites: Orientation to Life and Careers, Housing and Design Foundations
- Credits: Two semester occupational course, two or three credits per semester, one or two years
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Content standards and competencies are defined.
- Academic content standards: <http://doe.in.gov/octe/facs/housingcareers.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/housingcareers.html>

HUMAN AND FAMILY SERVICES CAREERS I, II, and III

5462

(HFSC I, II, III)

Human and Family Service Careers is an instructional program that prepares students for career clusters that encompass occupations in and higher education programs related to assisting individuals and families in managing their personal, family, and social needs and managing their individual and family resources; to assist individuals and families in maintaining independent living arrangements; to help individuals and families with special needs and disadvantaging conditions to manage daily living needs, child care and convalescent care, cleaning and maintenance, purchasing, and food preparation. Ethical, legal, and safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work based experiences in human and family services careers are strongly encouraged. This course is a core component of four-year career plans for the career clusters of Human Services and Health Science for students with interests in human services or health science career pathways and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 & 12 or grade 10, 11, and 12 for the three-year program
- Recommended Prerequisites: Orientation to Life and Careers, Interpersonal Relationships, Adult Roles and Responsibilities Computer Applications
- Credits: Two semester occupational course, two or three credits per semester, one, two, or three years. If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: <http://doe.in.gov/octe/facs/humanservice.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/humanservice.html>

RESIDENTIAL & COMMERCIAL FACILITIES MANAGEMENT CAREERS I, II

5472

(RCFMC I, RCFMC 11)

Residential and Commercial Facilities Management Careers is an instructional program that prepares students for career clusters that encompass occupations in and postsecondary programs relating to management and maintenance of residential, commercial, and institutional facilities and equipment; to supervising and managing such services and facilities; and to training and supervising others in related tasks and use of related equipment. Settings can be as varied as food service establishments, hotels, convention & meeting facilities, leisure and recreation facilities and grounds. Management of departments such as security, safety, cleanliness and sanitation, hazardous materials, and waste as well as customer relations and customer service orientations are to be addressed. Ethical, legal, and

safety issues as well as helping processes and collaborative ways of working with others are to be addressed. Intensive laboratory experiences with commercial applications are a required component of this course of study. Work-based experiences in the Residential and Commercial Facilities Management industry are strongly encouraged. This course is a core component of four-year career plans for the career cluster of Human Services for students with interests in management or maintenance of residential or institutional facilities or hospitality establishments and provides the foundation for study in higher education that leads to related careers.

- Recommended Grade Level: Grade 11 and 12
- Recommended Prerequisites: Orientation to Life and Careers, Housing and Design Foundations, Adult Roles and Responsibilities
- Credits: Two semester occupational course, two or three credits per semester, one or two years. This is a two-semester career preparation course that must be offered for either two or three credits each semester. This may be either a one-year or a two-year course, depending on local needs and resources
- If an articulation or dual-credit agreement is in effect, the student may receive credit from a post-secondary institution.
- A Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diploma elective and directed elective course
- Academic content standards: <http://doe.in.gov/octe/facs/facilitiesmanage.html#standards>
- Curriculum Framework: <http://doe.in.gov/octe/facs/facilitiesmanage.html>